The Commonwealth of Massachusetts

DIVISION OF STATE COLLEGES

STATE COLLEGE AT WORCESTER

SPRING - 1966

PROGRAM OF CONTINUING STUDIES

Beginning January 24, 1966

FACULTY

CORNELIUS S. DONOGHUE, A.B., A.M., Director of Continuing Studies
JOHN F. EAGER, B.S., Ed.M., Associate Director of Continuing Studies
ELIZABETH R. BARLOW, B.S., Ed.M., Ed.D.
WALTER BUSAM, A.B., A.M., Ph.D.
JOHN D. COUGHLAN, A.B., Ed.M.
PAUL DAVIS, B.S., Ed.M.,
HENRY P. DEROUIN, B.S., Ed.M.
MARY T. DOLPHIN, A.B., Ed.M.
E. HOWARD DONAHUE, B.S., Ed.M., Ph.D.
VERA M. DOWDEN, B.S., Ed.M.
FRANCIS T. DYSON, B.S., A.M.
ALFRED F. EDDY, A.B., A.M.
PAUL J. EDMUNDS, A.B., A.M., Ph.D.
LEONARD FARREY, B.S., Ed.M.
ROBERT W. GOSS, B.S., Ed.M., A.M., Ed.D.
RUTH GRIFFITHS, B.S., A.M., Ed.D.
LOREN N. GOULD, A.B., A.M.
MARY T. HAYES, B.S., Ed.M., Ed.D.
EDWIN R. HEDMAN, A.B., A.M., Ph.D.
PAUL A. HOLLE, A.B., M.S., Ph.D.
FRANCIS L. JONES, A.B., A.M., Ph.D.
GEORGE T. JOSEPH, B.S., Ed.M.
ABRAHAM KAMINSKY, B.M.E., M.M.E.
JOSEPH C. LONERGAN, B.S., Ed.M.
JOHN MAGEE, A.B., M.S., Ph.D.
ELIZABETH A. MAHAN, B.S., Ed.M.
WILLIAM K. MASTERSON, A.B., A.M., M.S.
PAUL J. McCARRON, B.S., Ed.M.
MELVIN MERKEN, B.S., A.M.
ELEANOR R. MOOSEY, B.S., Ed.M., Ed.D.
RITA M. MORRIS, B.S., Ed.M., Ed.D.
KATHRYN R. O'DONNELL, B.S., A.M.
J. FRANCIS O'MARA, A.B., Ed.M., A.M., Ph.D.
PAUL F. O'NEIL, A.B., Ed.M.
EDMUND C. OSBORNE, B.S., A.M., Ph.D.
ROBERT F. PERRY, A.B., A.M., Ph.D.
HELGA E. PETERSON, B.S., Ed.M.
JOSEPH W. RIORDAN, A.B., A.M., Ed.M., Ph.D.
THOMAS L. ROBERTS, A.B., M.S., Ph.D.
EVELYN ROBINSON, A.B., Ed.M., M.S.
JOSEPH P. SCANNELL, B.S., Ed.M.
JOSEPH A. SHEA, A.B., A.M., Ph.D.
RUTH V. SOMERS, A.B., A.M.
ROBERT M. SPECTOR, A.B., A.M., Ph.D.
WILLIAM L. SULLIVAN, A.B., Ph.D.
G. FLINT TAYLOR, A.B., Ed.M., Ph.D.
ROBERT E. TODD, A.B., A.M.
FRANCIS G. WALETT, B.S., A.M., Ph.D.
PAUL A. WHITE, B.S., M.S., Ph.D.

GENERAL INFORMATION

The courses announced in this bulletin are offered by the Division of State Colleges in cooperation with the State College at Worcester. The Division of State Colleges reserves the right to cancel any course which does not have a minimum of 20 enrollments.

Both graduate and undergraduate courses are offered: Courses carrying undergraduate credit only are numbered in the 700 series; courses carrying both graduate and undergraduate credit are numbered in the 800 series; courses carrying graduate credit only are numbered in the 900 series.

REGISTRATION

Registration should be made on January 17, 18, 19, 20, and 21 from 8:30 to 5:00 P.M. or during the first week of the Spring Semester at Worcester State College.

To facilitate course selection, provisions have been made for registration in advance by mail. The registration blank found on the last page should be forwarded to the college immediately. Registration fee ($2.50 per semester) must accompany your registration form. Fees must be paid by check or money order made payable to the State College at Worcester. Cash will not be accepted. Assignment to classes which are or might be sectioned, or assignment to classes with maximum registrations, will be made in the order of completed registrations.

1. The tuition fee for residents of Massachusetts is $18.00 per semester hour of credit; for non-residents, $25.00 per semester hour of credit and for auditors, $11.00 per semester hour.
2. LATE REGISTRATION FEE — (Required for all, including veterans, after the first class meeting) $2.00.
3. Change of Course Fee — Payable for any change of registration after the first class meeting except when a course is cancelled, $2.00.
4. All students in the Spring Semester, including veterans, must pay a $2.50 registration fee per semester when making out the course registration forms. UNDER NO CIRCUMSTANCES WILL ANY OF THE REGISTRATION FEES BE RETURNED.

VETERANS

Any resident of Massachusetts who has served in any branch of the armed services for at least 90 days, one of which must have been served either between September 16, 1940, and December 31, 1946, or between June 25, 1950, and January 31, 1955, and who has a discharge other than dishonorable may enroll without charge for instruction in any course here offered within the established limitation of 120 semester hours. To establish his eligibility the veteran must present his discharge (or photostatic copy) or certificate of satisfactory service in the case of officers, together with proof of residence in advance of the opening date of class meeting.

CREDIT

Regulations and requirements for degree study may be obtained at the office of the Director of Continuing Studies, State College at Worcester. It is urgently recommended that the guidance and advice of the Director be sought and faithfully followed in planning a program of study. For teachers in service, a maximum of six semester hours of credit per semester may be credited toward a degree.

The GRADUATE RECORD EXAMINATION, REQUIRED for all graduate students, will be conducted at Worcester State College on Saturday January 15, 1966 and April 23, 1966. The Bulletin of Information and Application Blanks can be secured at the Director's Office, Room S-230, Laboratory and Science Building, State College at Worcester. Registration through Educational Testing Service, Princeton, New Jersey, closes on December 31, 1965 and on April 8, 1966.

The degree of Master of Education is awarded at the State Colleges at Boston, Bridgewater, (including Hyannis Summer Session), Fitchburg, Framingham, North Adams, Salem, Westfield, and Worcester. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time in the other State Colleges and the Massachusetts College of Art.

The Comprehensive Examination will be conducted on Friday, March 25, 1966. Graduate students who will have completed their formal course work in the required areas by the end of May 1966 will be eligible to take it.

Registration for the 1966 Summer Session will be conducted from May 30 through June 3, 1966, from 8:30 to 5:00 P.M. and on the first day of SS-1966. It is anticipated that the following courses will be offered during the 1966 Summer Session:

*Intensive Teacher Preparation Workshop in Elementary Education
*Intensive Teacher Preparation Workshop in Secondary Education
Philosophical Foundations of Education, Part I and II
Psychological Foundations of Education, Part I and II
Research and Evaluation
Guidance
Curricular Methods and Materials in Elementary Education
Curricular Methods and Materials in Secondary Education
School Administration
Special Education

It is anticipated that courses in the areas of history, geography and the social studies, biology, physical science, the creative arts, English, and the language arts will be offered.

*Candidates for either workshop should make inquiry about required credentials and interviews in March or April.

SCHEDULE OF CLASSES

NOTE: Courses carrying undergraduate credit only are numbered in the 700 series; courses carrying both undergraduate and graduate credit are numbered in the 800 series; and courses carrying graduate credit only are numbered in the 900 series. Assistance in selecting and registering in all courses is available in Room S-230 Science Laboratory building, the W.S.C. Office of the Program of Continuing Studies.
Phone: Worcester 791-1405 or 756-5121

— All Courses Carry Three Semester Hours of Credit —

No.	*Course Title*	*Instructor*	*Room*
MONDAYS, 4:30-7:15 P.M., BEGINNING JANUARY 24, 1966			
S811	Industrial Arts for Special Class and Elementary School	Raymond Leslie	110
S812	Principles and Practices in Guidance, Section A	Paul J. McCarron	G-23
S813	Modern Trends and Techniques in Early Childhood Education	Elizabeth A. Mahan	G-22
S829	Geography of South America	Robert F. Perry Jr.	S-126
S901	Philosophical Foundations of Education, Part II Section A	Joseph W. Riordan	302
S901	Philosophical Foundations of Education, Part II Section B	E. Howard Donahue	S-226
S902	Psychological Foundations of Education, Part I	Joseph C. Lonergan	S-227
S908	Personnel-Placement Services (Guidance VI)	Eleanor R. Moosey	S-224
TUESDAYS, 4:30-7:15 P.M., BEGINNING JANUARY 25, 1966			
S814	Techniques and Production of Instructional Materials	Paul Davis	301
S817	Teaching Reading in Elementary Grades	Elizabeth R. Barlow	306
S821	Selective English Novelists	William L. Sullivan	G-24
S846	Modern Mathematics for Elementary School Teacher	Paul F. O'Neil	S-211
S848	Insights into Modern (Secondary) Mathematics Sequence II	Evelyn Robinson	S-125
S900	Philosophical Foundations of Education, Part I Section A	William K. Masterson	309
S906	Research and Evaluation, Section A	William D. Joyce	G-26
S836	The American Revolution	Francis G. Walett	S-213
WEDNESDAYS, 4:30-7:15 P.M., BEGINNING JANUARY 26, 1966			
S800	Creative Teaching	Helga Peterson	S-224
S806	Supervision in Today's Schools, Section A	Ruth Griffiths	S-125
S812	Principles and Practices in Guidance, Section B	Leonard Farrey	S-211
S840	Human Biology for the Educator	Paul A. Holle	
S855	Space Science for Elementary Teachers	Harold L. Chapman	110
S860	Principles of Coaching	Francis T. Dyson	G-26
S903	Psychological Foundations of Education, Part II Section B	Joseph P. Scannell	G-23
S918	Measurement of Intelligence	Ruth V. Somers	309
THURSDAYS, 4:30-7:15 P.M. BEGINNING JANUARY 27, 1966			
S820	The Modern Essay — An Emphasis on Perception and Judgment	Kathryn R. O'Donnell	G-23
S835	Art for the Classroom Teacher	Mary T. Dolphin	Art Rm.
S839	The Problem of Delinquency in the School and Community	Robert W. Goss	S-304
S849	Analytical Geometry	Edmund C. Osborne	S-128
S865	Chemical Education Material Study	Melvin Merken	105

S906	Research and Evaluation, Section B	Alfred F. Eddy	G-26
S912	Educational Data Processing — Methods	Henry P. Derouin	104
S914	Organization and Administration of a Secondary School	George T. Joseph	S-211

TUESDAYS, 7:00-9:45 P.M., BEGINNING JANUARY 25, 1966

S824	Survey of English Language as seen through the American Literature	Robert E. Todd	S-224
S830	History and Literature of Music	Abraham Kaminsky	S-123
S903	Psychological Foundations of Education, Part II Section A	Joseph A. Shea	G-23
S907	Organization and Administration of Guidance (Guidance II)	G. Flint Taylor	S-126
S910	Case Studies in School Adjustment Counseling	John D. Coughlan	S-227
S915	The Secondary School Curriculum	Vera M. Dowden	S-228

WEDNESDAYS, 7:00-9:15 P.M., BEGINNING JANUARY 26, 1966

S806	Supervision in Today's Schools, Section B	J. Frank O'Mara	S-317
S822	Symbolism in American Literature	Paul J. Edmunds	S-312
S836	Problems of U.S. Diplomacy — The Middle East	Francis L. Jones	S-127
S838	American Constitutional History	Robert M. Spector	S-213
S867	Bio-Chemistry	Thomas L. Roberts	S-205
S882	Studies in Adolescent Psychology	Mary T. Hayes	S-212
S911	Educational Data Processing — Theory (Sch. Adm. VIII)	John Magee	104
S927	Problems in World Regional Geography	Rita M. L. Morris	S-126

THURSDAYS, 7:00-9:15 P.M., BEGINNING JANUARY 27, 1966

S823	Conservation Education and America's Future	Paul A. White	S-123
S826	Geographic Aids and Geographic Principles	Loren Gould	S-126
S837	History of France in 19th and 20th Centuries	Edwin R. Hedman	S-224
S888	Library Cataloging and Classification, Part I	Vincent Piccolo	G-24
S900	Philosophical Foundations of Education, Part I Section B	Walter Busam	S-227

S811 Industrial Arts for Special Class and Elementary School

This course offers the special class teacher an opportunity to experiment with the various materials necessary for an adequate industrial arts program. The course also offers the elementary school teacher of the regular classroom opportunity to learn new materials and projects for use in unit work and the activity program. A study will be made of planning, equipping, and operating such a program on a limited school budget.

Raymond Leslie — Monday, 4:30-7:15 p.m.
3 Semester hours — Beginning January 24, 1966

S812 Principles and Practices in Guidance (Guidance 1)
Section A

This is an introductory course designed to provide the student with an understanding of the need, meaning, and scope of guidance services. The principles and practices involved in the following guidance areas will be considered: introduction and philosophy of guidance; understanding the individual and his needs; essential orientation activities for the student; collecting, recording, and evaluating data; interviewing and counseling; guidance through group activities; placement and follow-up activities; organization, and evaluation of guidance. The emphasis of the course will be placed upon the role of the classroom teacher in the guidance program.

Note: This course or its equivalent is a prerequisite of all advanced courses in guidance.

Paul J. McCarron — Monday, 4:30-7:15 p.m.
3 Semester hours — Beginning January 24, 1966

S813 Modern Trends and Techniques in Early Childhood Education

Through media which include group discussions and committee reports on assigned readings and projects, class members will study and evaluate curriculum trends in Early Childhood Education. Suggested applications will be given. Emphasis will be focused on unit activities for younger children, whether in Nursery School or in Kindergarten. Parents and community contacts, research in music and art and individual problems will be stressed.

Elizabeth A. Mahan — Monday, 4:30-7:15 p.m.
3 Semester hours — Beginning January 24, 1966

S829 The Geography of South America

This course is a study of the physical and cultural backgrounds of the various countries of South America and of their influence on the present day human utilization of the land. Emphasis is placed on the economic, Political, and social developments and

problems of the various countries. The ultimate purpose of the course is to increase the student's knowledge and understanding of the peoples of South America, their lands, and their problems.
Robert F. Perry, Jr. Monday, 4:30-7:15 p.m.
3 Semester hours Beginning January 24, 1966

S901 Philosophical Foundations of Education, Part II — Section A

This course makes application of the philosophical bases of education to recurrent and contemporary educational issues and problems, each topic is studied from the viewpoint of each of the major philosophical systems and the related educational concepts in order to determine to what extent a synthesis of viewpoint may be achieved.
Joseph W. Riordan Monday, 4:30-7:15 p.m.
3 Semester hours Beginning January 24, 1966

S901 Philosophical Foundations of Education, Part II — Section B

This course makes application of the philosophical bases of education to recurrent and contemporary educational issues and problems, each topic is studied from the viewpoint of each of the major philosophical systems and the related educational concepts in order to determine to what extent a synthesis of viewpoint may be achieved.
E. Howard Donahue Monday, 4:30-7:15 p.m.
3 Semester hours Beginning January 24, 1966

S902 Psychological Foundations, Part I

This course covers the theoretical aspects of psychology for the classroom teacher. It includes a systematic analysis of the major schools of psychology and a study of the effects of heredity and environment. Reading in the following areas will be required: results of research on growth and development, theories of intelligence, concepts in measurement and evaluation, individual differences in capacity and achievement, and learning theory.
Joseph C. Lonergan Monday, 4:30-7:15 p.m.
3 Semester hours Beginning January 24, 1966

S908 Personnel - Placement Services (Guidance VI)

This is a required course for personnel workers in the public schools. This course will introduce occupational, educational, and personnel career-studies for appraisal and evaluation; statistical analysis of job needs and oportunities; use and function of school and out-of-school agencies including group and individual interviewing techniques; local, state, and federal job studies and opportunities; clinical procedures; a full review of the most important aspects of personnel work on the elementary, secondary,

and college levels. Setting up and appraising personnel programs on all levels will be stressed and studied.

Eleanor R. Moosey — Monday, 4:30-7:15 p.m.
3 Semester hours — Beginning January 24, 1966

S814 Techniques and Production of Instructional Materials

This course is designed to enrich the teacher's classroom performance by developing techniques of visual presentation of subject materials. Pictorial presentations of instructional materials through non-artistic skills will be developed. The techniques apply at all levels of instruction, but the subject matter will be related to the specific interest of each teacher. Students will be expected to provide some of the materials consumed in producing the instructional materials.

Paul Davis — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S817 The Teaching of Reading in Elementary Schools

This course is designed to cover the function of reading in the modern school program, effective procedures for developing the basic reading skills, practical techniques for improving pupil competence in the reading-study skills of content areas and methods of diagnosing and correcting reading deficiencies.

Elizabeth R. Barlow — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S821 Selected English Novelists

Students in this class will consider the origin and development of the English novel. Selected English novelists of 18th, 19th, and 20th centuries will be read and appraised in terms of the canons of literary excellence.

William L. Sullivan — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S836 The American Revolution

Students in this history course will make an intensive study of the age of the American Revolution, 1760-1789. Topics for study will include the Anglo-French struggle for empire, the new British colonial policy, causes of the Revolution, the struggle to establish federalism and the Constitution. Attention will be paid to different interpretations of the problems of the period and to original sources of evidence.

Francis G. Walett — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S846 Modern Mathematics for Elementary School Teachers

This course will develop a working knowledge at the mathematical concepts basic to programs for elementary schools. Selected

topics common to the various programs in modern mathematics will be treated in considerable detail to develop the background materials essential for successful teaching. Some of the topics to be covered are: basic concepts of sets, venn diagrams, arithmetic in bases other than ten, intuitive geometry, inequalities, natural numbers, integers, rational numbers, real numbers, etc.

Paul F. O'Neil — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S848 Insights Into Modern Mathematics, Sequence II

This course, a continuation of F-845, is designed to serve the needs of teachers of secondary mathematics. The content will be directed to the task of providing an understanding and mastery of recent developments in mathematics. Some of the topics to be presented are: Mathematical induction; Decimal expansions, Isomorphic systems; Operating with sets; and several others as time permits.

Evelyn Robinson — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S900 Philosophical Foundations of Education, Part I

This course is an historical approach to the study of educational thought and includes an examination of primary educational concepts which have evolved through western thought to the present day. Selections from the great documents in educational thought are studied in relation to the historical period in which they were produced. The student is expected to read and analyze the original contributions of the major educational philosophers.

William K. Masterson — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S906 Research and Evaluation, Section A

This course will stress the use of appropriate research methods in the selection and evaluation of data. It is designed to aid teachers in the preparation and understanding of education research reports. Points of emphasis will include the nature of research, library techniques and resources, selection and delimitation of problems, documentation, organization and format of a report, appraisal of educational literature, necessary statistical concepts and methods of research. The student will be expected to demonstrate his knowledge of these in a term paper.

William D. Joyce — Tuesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 25, 1966

S800 Creative Teaching

What is creative teaching? How can teachers help to develop creative work among students? These and other topics pertaining to the improvement of learning will be discussed. In a workshop

type program practical procedures will be suggested for implementation into the various subject matter areas.

Helga E. Peterson — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S806 Supervision in Today's Schools - Section A

This course is designed as an introductory course in supervision for teachers, school administrators, and supervisors at both the elementary and secondary school levels. Significant topics included in the course are: concepts of supervision; group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum, and the supervisory program. Opportunity will be provided for concentrated study and application of the materials of the course to elementary, secondary, or special subject work.

Ruth Griffiths — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S812 Principles and Practices in Guidance (Guidance I) Section B

This is an introductory course designed to provide the student with an understanding of the need, meaning, and scope of guidance services. The principles and practices involved in the following guidance areas will be considered: introduction and philosophy of guidance; understanding the individual and his needs; essential orientation activities for the student; collecting, recording, and evaluating data; interviewing and counseling; evaluation of guidance. The emphasis of the course will be placed upon the role of the classroom teacher in the guidance program.

Leonard Farrey — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S840 Human Biology for the Educator

This course will consider the nature and dynamics of the human organism (including the anatomy, physiology, and pathology of human organs and organ systems). It will be directed towards expanding the background of those who have had a minimum of or no formal training in the biological sciences. Certain basic questions will be posed; and by means of lectures and/or demonstrations, answers and recent interpretations to these questions will be offered.

Paul A. Holle — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S855 Space Science for Elementary Teachers

This interrelated subject matter of such sciences as astronomy, geology, physics, chemistry and biology will be studied in order that all may understand the principles and theories of the physical

sciences that make possible man's travel into space. Such topics as the composition of the earth, the physical laws of space (laws of Kepler, Newton, and others), rocket propulsion, space navigation, and human survival will be considered. Although S-855 is structured principally for teachers in the elementary grades, registration is open to others, with the consent of the instructor.

Harold L. Chapman — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S860 Principles of Coaching

Students in this course will deal with principles, techniques, and psychology of coaching. Teaching techniques involved in competitive athletics of the elementary, junior high, and senior high school levels and basic principles of teaching sports fundamentals will be emphasized. The athletic programs and patterns of coaching of specific sports on various grade levels will be studied, demonstrated, and evaluated in terms of the needs and interests of the students.

Francis T. Dyson — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S903 Psychological Foundations of Education, Part II - Section B

This course is an advanced systematic exposition of various psychological principles related to teaching, with a special emphasis on the application of these principles to specific classroom situations. Readings will be required in the areas of: emotional growth, mental health, motivation, discipline, dynamics of interpersonal relationships, social psychology, and adolescent psychology.

Joseph P. Scannell — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S918 Measurement of Intelligence

This course will be concerned with a study of the origins and uses of intelligence tests. Specific emphasis will be given the 1960 revision of the Stanford-Binet test. Attention will be centered on administering, scoring, and interpreting the Stanford-Binet test. This course may be used to meet the requirements for a Binet Certificate. Prerequisite: A basic course in tests and measurements.

Ruth V. Somers — Wednesday, 4:30-7:15 p.m.
3 semester hours — Beginning January 26, 1966

S820 The Modern Essay, An Emphasis on Perception and Judgment

A study of a wide range of provocative essays of vigorous style and of modern attitudes will be made. Stress will be placed on excellence of form, cogency of ideas, and creativity of expression. Formal and informal types are to be included. Lectures, special

reports, and panel discussions will deepen the students appreciation of the Essay.

Kathryn R. O'Donnell — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S835 Art for the Classroom Teacher

In this studio workshop students will enrich their experience in dealing with the art materials, skills, and techniques valuable to the classroom teacher. A combination lecture, informal discussions, and activity course will provide individual and group work in such areas as basic drawing, painting, lettering, and modeling. Exhibits, reproductions and slides will be used as enrichment materials.

Mary T. Dolphin — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S839 The Problem of Delinquency in the School and Community

The growing seriousness of juvenile delinquency in the modern community makes it mandatory that teachers and administrators familiarize themselves with this many-faceted problem. Class members will study this problem-area from the point of view that the schools play an increasingly important and centralized role in respect to the definition, prediction, and treatment of delinquency. The role of other public and private agencies will receive consideration.

Robert W. Goss — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S849 Analytic Geometry

Analytic Geometry is a study of geometry treated by means of algebra with a reference, direct or indirect, to a system of co-ordinates. A study of Trigonometry should precede this course. Topics treated include co-ordinates, graphs, inclination, slope, loci and their equations; the straight line; the circle, transformation of co-ordinates; the parabola; the ellipse; the hyperbola.

Edmund C. Osborne — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S865 Chemical Education Material Study (Chem Study)

The participants in this course will examine CHEM study, one of the most widely-heralded of the new curricula. The CHEM Study textbook, laboratory manual, and films will provide an opportunity for firsthand experience with one of the radically new approaches to teaching not only Chemistry, but science in general. For this reason, teachers at any level who are interested in science should discover much that is valuable in this course.

Melvin Merken — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S906 Research and Evaluation, Section B

This course will stress the use of appropriate research methods in the selection and evaluation of data. It is designed to aid teachers in the preparation and understanding of educational research reports. Points of emphasis will include the nature of research, library techniques and resources, selection and delimitation of problems, documentation, organization and format of a report, appraisal of educational literature, necessary statistical concepts and methods of research. The student will be expected to demonstrate his knowledge of these in a term paper.

Alfred F. Eddy — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S912 Educational Data Processing - Methods

The course is designed to offer practical assistance to representatives of a school district which might contemplate the introduction of data processing into its educational system. Workshop discussions will concentrate on the details of machine operation, card and form design, flowcharts, wiring diagrams and panel wiring for specific educational applications. The data processing equipment at WSC will serve as a laboratory. Enrollment will be limited.

Henry P. Derouin — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

S914 Organization and Administration of a Secondary School

The total responsibilities associated with school principalships will be considered in this course. Special emphasis will be placed on the problems of meeting the educational needs, the curriculum crises and evaluation, counseling, extra class activities, articulation, the gifted and slow learners, the future of secondary education, interpreting the school program to the community, and a good philosophy for secondary schools. The course is designed to serve those interested in administrative work.

George T. Joseph — Thursday, 4:30-7:15 p.m.
3 semester hours — Beginning January 27, 1966

EVENING CLASSES

S824 The Survey of English Language as seen through the American Literature

Students in this course can increase their understanding of English as a tool of effective communication by a comprehensive overview of American Literature. Lectures, individual and group reports, and representative readings will enrich the student's literary culture.

Robert E. Todd — Tuesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 25, 1966

S830 History and Literature of Music as One of the Fine Arts

This course is designed to encourage recognition of a deeper meaning and greater enjoyment of music through understanding. It is directed toward those who have had a minimum of or no formal training in music, but who wish to broaden their background in this area. The course is an historical survey of music and its role in civilization from the Renaissance to the present day with particular emphasis on the nineteenth and twentieth centuries. Although not a methods course, these materials should be useful professionally to both prospective and in-service teachers.

Abraham Kaminsky — Tuesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 25, 1966

S903 Psychological Foundations of Education, Part II, Section A

This course is an advanced systematic exposition of various psychological principles related to teaching, with a special emphasis on the application of these principles, to specific classroom situations. Readings will be required in the areas of: emotional growth, mental health, motivation, discipline, dynamics of interpersonal relationships, social psychology, and adolescent psychology.

Joseph A. Shea — Tuesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 25, 1966

S907 Problems in Organization and Administration of Guidance (Guidance II)

This course will acquaint prospective and in-service teachers in the elementary and secondary schools with the latest procedures, techniques, and problems in educational and vocational guidance. Analysis and discussion of unusual home-room, community, group, and individual guidance problems will be stressed. Clinical guidance procedures, testing, and the principles and methods of interviewing will be presented.

G. Flint Taylor — Tuesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 25, 1966

S910 Case Studies in School Adjustment Counseling

The purpose of this course is to provide the basic understandings and principles used in modern School Adjustment programs in completing case studies for study of so-called problem children. Students will secure firsthand experience in methods of analysis. Several field trips will be made during the semester.

John D. Coughlan — Tuesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 25, 1966

S914 The Secondary School Curriculum

Students will make a critical and comprehensive study of the newer secondary school curriculum practices as well as a survey of the philosophical, psychological and sociological bases for the selection of learning experience. Special attention will be given

to contrasting approaches to curriculum organization, teaching methods, and school-community relationships.

Vera M. Dowden — Tuesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 25, 1966

S806 Supervision in Today's Schools, Section B

This course is designed as an introductory course in supervision for teachers, school administrators, and supervisors of both the elementary and secondary school levels. Significant topics included in the course are: concepts of supervision, principles of supervision; organization for supervision, group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum, and the supervisory program. Opportunity will be provided for concentrated study and application of the materials of the course to elementary, secondary, or special subject work.

J. Francis O'Mara — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S822 Symbolism in American Literature

Students in this class will concentrate their attention in the works of symbolist poets and playwrights: Poe, Melville, Hawthorne, Whitman, Dickinson, Pound, Eliot, with selected readings in related novels of Jeffers and MacLeish.

Paul J. Edmunds — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S836 Problems of U. S. Diplomacy: The Middle East

This course will examine problems of Policy making in dealing with the Middle East countries. It will stress economic and political conditions of the countries in the region, the economic and strategic interests of the United States, the other great powers, and the United Nations, past policies, and the Middle East as a battleground in the "Cold War". Specific topics include the Arab-Israeli dispute, the Greek-Turk question, and relations with India and Pakistan.

Francis L. Jones — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S838 American Constitutional History

The purpose of this course is to stimulate students to make a detailed study of the Constitution and the establishment of the federal judiciary, and the Supreme Court and its major decisions throughout the course of the Civil War, the post-war period, the Progressive Era. Problems of imperialism, the Golden Twenties, the New Deal, will be clarified as they involve constitutional aspects.

Robert M. Spector — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S867 Horizons in Biochemistry

This course will consider the underlying unity in biology which implies an early but elaborate biochemical evolution that produced the various forms of plants and animals of today. The course will be directed towards those who are predisposed to the sciences, have had a minimum of introductory training in the sciences, and are perhaps teaching the sciences at various grade levels. The chemical evolution leading to the origin of life will be presented as an interesting speculation linking-up the development of the earth with that of living forms, and will be approached from both the pre-molecular and molecular levels. Consideration will be given to the origin and potential of certain "molecular diseases". The lectures will be accompanied by appropriate demonstrations and collateral readings.

Thomas L. Roberts — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S882 Studies in Adolescent Psychology

Emphasis will be on the adolescent as he is seen by the classroom teacher and the problems that confront the teacher in directing his growth toward acceptable standards. This course will stress the application of psychological principles to the pupil's adjustment to school, home, and community and the development of a well-integrated personality.

Mary T. Hayes — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S911 Educational Data Processing - Theory (School Administration VIII)

The course will introduce the principles and the machines by which electronic data processing simplifies the handling of large volumes of information for industry and education. Stress will be placed on current and probable future applications of these modern methods to the information processing needs of today's schools. The use of machine methods for the school census, staff and pupil information files, school scheduling, attendance and grade reports, testing, guidance and financial accounting will be discussed. Basic equipment will be demonstrated and there will be a field trip to a modern computer center.

John J. Magee — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S928 Problems in World Regional Geography

This course will offer an opportunity to the student to explore the major geographic bases for some of the critical problem-areas of the world today. Emphasis will be placed on geographic environment, cultural adaptations, and economic adjustments in a rapidly changing world. The course is intended for those with an

interest in teaching geography and wishing to strengthen their background in this field.

Rita M. L. Morris — Wednesday, 7:00-9:45 p.m.
3 semester hours — Beginning January 26, 1966

S826 Geographic Aids and Geographic Principles

In this course prospective and experienced geography teachers will study the basic geographical principles and the means by which such principles can be interpreted from globes, maps, models, weather instruments and other geographic aids that might be found in a classroom. The component parts of the various aids, such as the analemna on the globe, the scale on the map, the vertical exaggeration of the model, and the significance of the barometer will be evaluated especially in terms of their function and practicality for various age groups.

Loren N. Gould — Thursday, 7:00-9:45 p.m.
3 semester hours — Beginning January 27, 1966

S823 Conservation Education and America's Future

The purpose of the course will be to present teachers with techniques of instruction involving the natural resource wealth of our community, state, and nation and of the history of the conservation movement. There will be much opportunity for group study. Available audio-visual materials will be presented with suggested procedures for their use in the classroom. The value of field work and its availability to the classroom teacher will be shown.

Paul A. White — Thursday, 7:00-9:45 p.m.
3 semester hours — Beginning January 27, 1966

S837 History of France in the 19th and 20th Centuries

Starting with an evaluation of the settlement that followed the failure of Napoleon to make permanent his reorganization of Europe, this course is designed to trace the problems and events within France that resulted in the formation of many factions and governments. While giving some consideration to the "Bourbon" and "July" monarchies, major attention will be devoted to an analysis of the Third and Fourth Republic. Although S-837 is concerned primarily with the internal development of France, adequate consideration will be given to the external pressures that had so much to do in shaping the nature and direction of her own problems.

Edwin P. Hedman — Thursday, 7:00-9:45 p.m.
3 semester hours — Beginning January 27, 1966

S888 Library Cataloging and Classification, Part I

In this course prospective school librarians will make a detailed study of the principles and practice of cataloging books using the Dewey Decimal system of subject classification, Sear's List of

Subject Headings, and the ALA Cataloging Rules for Author and Title Entry. A brief introduction to over-all technical services for the small library and methods of indexing non-book materials commonly found in the modern school library will be included.

Vincent Piccolo — Thursday, 7:00-9:45 p.m.
3 semester hours — Beginning January 27, 1966

S900 Philosophical Foundations of Education, Part I, Section B

This course is an historical approach to the study of educational thought and includes an examination of primary educational concepts which have evolved through western thought to the present day. Selections from the great documents in educational thought are studied in relation to the historical period in which they were produced. The student is expected to read and analyze the original contributions of the major educational philosophers.

Walter Busam — Thursday, 7:00-9:45 p.m.
3 semester hours — Beginning January 27, 1966

REGISTRATION BLANK

Registration blanks should be forwarded immediately accompanied by a check or money order payable to the State College at Worcester. No class places will be reserved without the accompanying $2.50 registration fee.

Clip and mail to:

MR. CORNELIUS S. DONOGHUE, Director
Program of Continuing Studies
State College at Worcester
Worcester, Massachusetts 01602

or

MR. JOHN F. EAGER, Associate Director
Program of Continuing Studies
State College at Worcester
Worcester, Massachusetts 01602

COURSE **CREDITS (check)**

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Name .....

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